

Maryland Report Card

Queen Anne's County 2015 Progress Report

Queen Anne's County

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	95.0	95.4
High	94.5	94.7	92.4	92.7
Cohort Graduation Rate%				
Class of 2014 (4-Year Rate)		93.97		86.39
Class of 2014 (5-Year Rate)	≥ 95.00		88.70	

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	20.4	22.3	27.4	27.2
Advanced Professional	77.3	75.4	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	1.0	0.8	1.5	1.0
% of classes NOT taught by highly qualified teachers				
All Quartiles	2.9	2.4	8.4	7.6
Elementary Low Poverty	0.0	0.0	2.9	3.0
Elementary High Poverty	*	*	10.5	11.4
Secondary Low Poverty	3.7	2.4	6.7	6.0
Secondary High Poverty	*	*	17.7	15.7

*** indicates no students or fewer than 10 students in category.

Attendance Rate

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Attendance is a school accountability measure for elementary and middle schools. Yearly targets were set for attendance so that by the end of school year 2013-14, the State, schools, and school systems would achieve and maintain an attendance rate of at least 94 percent.

Teacher Qualifications

The percentage of teachers in each category is based on the number of teachers who have credentials and are teaching core academic subjects as defined by the federal government under the No Child Left Behind Act. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Teachers who are teaching other subjects are not included in the totals.

Standard Professional Certificate: A Standard Professional Certificate indicates the teacher meets all certification requirements.

Advanced Professional Certificate: The Advanced Professional Certificate requires three years of satisfactory professional school-related experience, and a master's degree or a minimum of 36 semester hours of post baccalaureate course work.

Resident Teacher Certificate: The Resident Teacher Certificate is issued to a teacher in an approved alternative preparation program at the request of a local school system superintendent.

Conditional Teacher Certificate: The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor's degree but does not meet all certification requirements.

Highly Qualified Teachers: "Highly qualified" is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full State certification, and demonstrate content knowledge in the subjects they teach.

Cohort Graduation Rate

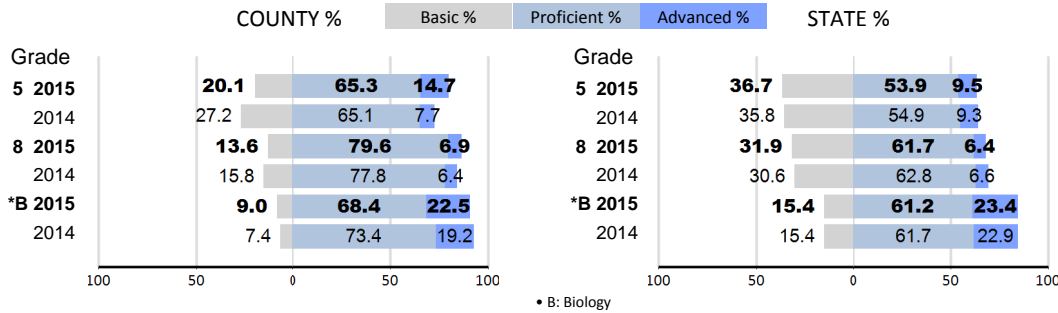
The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

The cohort graduation rate data for 2014 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2010 and graduating no later than 2014. The 2014 5-year rate is the same cohort graduating no later than 2015.

Queen Anne's County

MSA Proficiency Levels

Science



Maryland School Assessment (MSA)

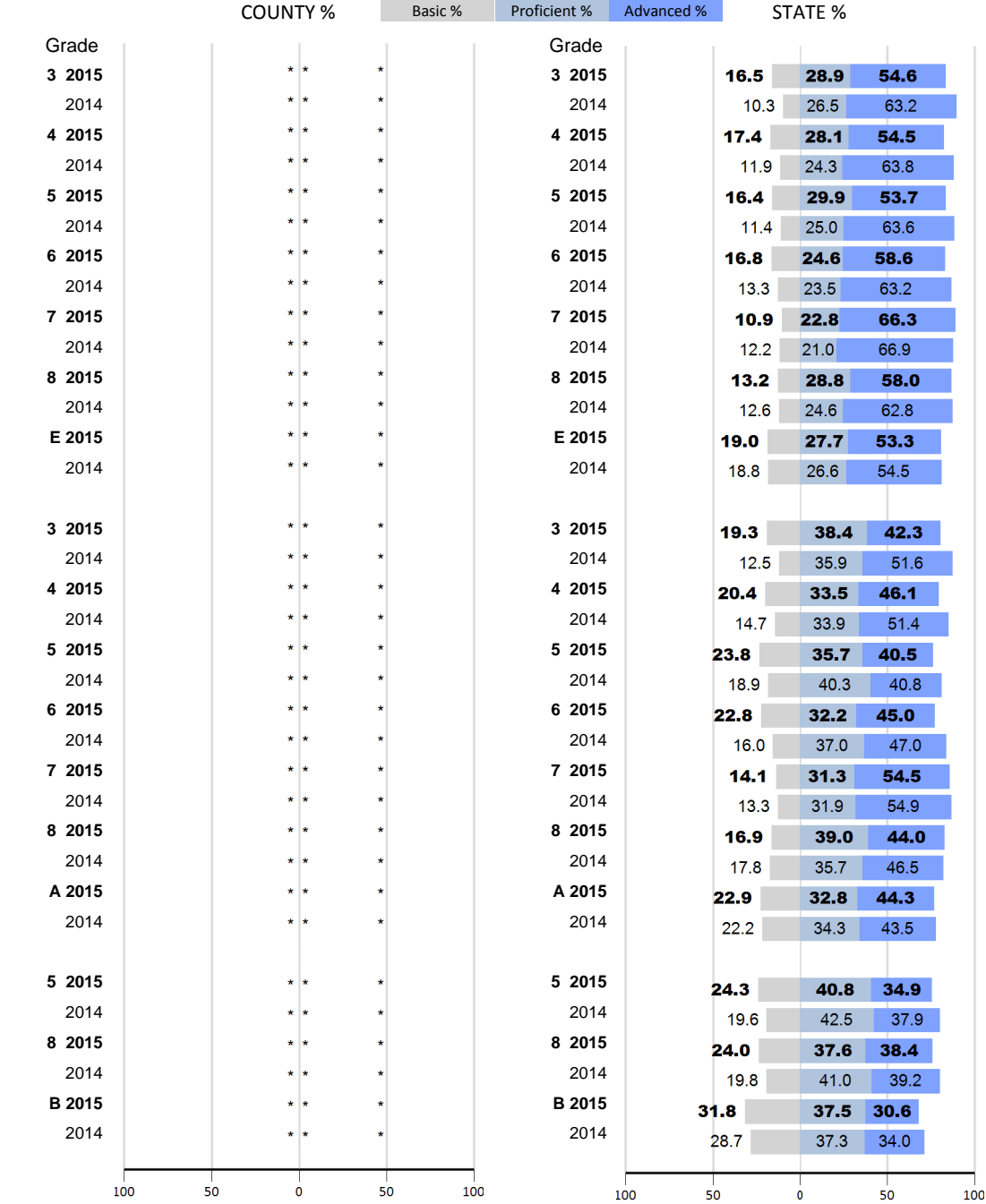
The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

Description of Proficiency Levels

Basic %	Science:	Biology:
	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.	Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.
Advanced %	Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.	Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

Queen Anne's County

Alt-MSA Proficiency Levels



Alternate Maryland School Assessment (Alt-MSA)

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA in Science or PARCC in ELA or Mathematics even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of reading and mathematics content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

*Applies to Alt MSA only

E: English; A: Algebra/Data Analysis; B: Biology

Basic %	*Reading: Students are unable to read and understand literature and passages of information that are written for students in their grade.	*English: Students have difficulty comprehending grade appropriate literature and applying language choices when students to know and be able to do at this grade level.	*Mathematics: Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	*Algebra/Data Analysis Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Science: Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Biology: Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students show they have an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics.	Students show they have an understanding of fundamental algebra / data analysis skills and concepts and can generally solve entry-level problems in algebra/data analysis.	Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.	Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.
Advanced %	Students can regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.	Students can regularly comprehend and interpret complex literature and consistently apply appropriate language choices to write effectively.	Students show they can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.	Students can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.	Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.	Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

Queen Anne's County

PARCC Assessment Performance Results Summary - 2015

Performance Level																						
	Level 1						Level 2				Level 3				Level 4				Level 5			
	Did not yet meet expectations						Partially met expectations				Approached expectations				Met expectations				Exceeded expectations			
	TESTED		Count		%		Count		%		Count		%		Count		%		Count		%	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	582	65088	109	13108	18.7	20.1	113	12816	19.4	19.7	128	14322	22.0	22.0	215	21951	36.9	33.7	*	2891	≤5.0	4.4
English/Language Arts 4	576	63792	64	8012	11.1	12.6	91	12855	15.8	20.2	181	17329	31.4	27.2	205	20718	35.6	32.5	35	4878	6.1	7.6
English/Language Arts 5	591	63331	34	7528	5.8	11.9	91	13204	15.4	20.8	167	17245	28.3	27.2	281	23353	47.5	36.9	*	2001	≤5.0	3.2
English/Language Arts 6	568	62055	46	7353	8.1	11.8	106	13429	18.7	21.6	209	18848	36.8	30.4	188	19893	33.1	32.1	*	2532	≤5.0	4.1
English/Language Arts 7	625	61200	60	10536	9.6	17.2	107	11686	17.1	19.1	157	15297	25.1	25.0	213	17718	34.1	29.0	88	5963	14.1	9.7
English/Language Arts 8	533	59335	51	10111	9.6	17.0	73	10969	13.7	18.5	145	14240	27.2	24.0	208	19839	39.0	33.4	56	4176	10.5	7.0
English/Language Arts 10	562	55651	115	11886	20.5	21.4	125	10044	22.2	18.0	112	11628	19.9	20.9	163	15650	29.0	28.1	47	6443	8.4	11.6
Mathematics 3	585	65594	52	9748	8.9	14.9	104	14771	17.8	22.5	175	17224	29.9	26.3	209	19600	35.7	29.9	45	4251	7.7	6.5
Mathematics 4	575	64290	40	8870	7.0	13.8	142	18133	24.7	28.2	193	17579	33.6	27.3	197	17957	34.3	27.9	*	1751	≤5.0	2.7
Mathematics 5	590	63828	*	8337	≤5.0	13.1	133	18491	22.5	29.0	217	17946	36.8	28.1	206	16441	34.9	25.8	*	2613	≤5.0	4.1
Mathematics 6	569	62194	31	8473	5.4	13.6	132	17837	23.2	28.7	211	17552	37.1	28.2	186	16345	32.7	26.3	*	1987	≤5.0	3.2
Mathematics 7	627	55010	32	7181	5.1	13.1	126	17630	20.1	32.0	246	18528	39.2	33.7	211	11036	33.7	20.1	*	635	≤5.0	1.2
Mathematics 8	359	41166	66	11971	18.4	29.1	109	11126	30.4	27.0	121	8530	33.7	20.7	63	8056	17.5	19.6	*	1483	≤5.0	3.6
Algebra I	570	61842	54	8047	9.5	13.0	169	17712	29.6	28.6	166	16757	29.1	27.1	180	18194	31.6	29.4	*	1132	≤5.0	1.8
Algebra II	643	40580	209	13057	32.5	32.2	144	10917	22.4	26.9	153	8430	23.8	20.8	137	7820	21.3	19.3	*	356	≤5.0	0.9

Partnership for Assessment of Readiness for College and Careers (PARCC)

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PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.5	94.7	92.4	92.7

Cohort Graduation Rate					
Class of 2014 (4-Year Rate)		*	93.97		86.39
Class of 2014 (5-Year Rate)	*	≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	15.0	26.3	20.4	22.3	27.4	27.2
Advanced Professional	85.0	73.7	77.3	75.4	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.0	0.8	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	2.9	2.4	8.4	7.6
Elementary Low Poverty	*	*	0.0	0.0	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.7	2.4	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	11.5	60.8	27.7	20.1	65.3	14.7	36.7	53.9	9.5
2014	12.6	75.7	11.7	27.2	65.1	7.7	35.8	54.9	9.3
8 2015	*	*	*	13.6	79.6	6.9	31.9	61.7	6.4
2014	*	*	*	15.8	77.8	6.4	30.6	62.8	6.6
*B 2015	*	*	*	9.0	68.4	22.5	15.4	61.2	23.4
2014	*	*	*	7.4	73.4	19.2	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Bayside Elementary School

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	126	16	12.7	24	19.0	32	25.4	50	39.7	*	≤5.0
<i>English/Language Arts 4</i>	140	13	9.3	15	10.7	42	30.0	54	38.6	16	11.4
<i>English/Language Arts 5</i>	129	*	≤5.0	13	10.1	34	26.4	72	55.8	7	5.4
<i>Mathematics 3</i>	126	7	5.6	14	11.1	47	37.3	42	33.3	16	12.7
<i>Mathematics 4</i>	140	*	≤5.0	22	15.7	44	31.4	68	48.6	*	≤5.0
<i>Mathematics 5</i>	129	*	≤5.0	18	14.0	50	38.8	53	41.1	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

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PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	94.5	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.5	94.7	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			*		93.97	86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	16.0	20.8	20.4	22.3	27.4	27.2
Advanced Professional	84.0	79.2	77.3	75.4	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.0	0.8	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	2.9	2.4	8.4	7.6
Elementary Low Poverty	*	*	0.0	0.0	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.7	2.4	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	20.1	65.3	14.7	36.7	53.9	9.5
2014	*	*	*	27.2	65.1	7.7	35.8	54.9	9.3
8 2015	*	*	*	13.6	79.6	6.9	31.9	61.7	6.4
2014	*	*	*	15.8	77.8	6.4	30.6	62.8	6.6
*B 2015	*	*	*	9.0	68.4	22.5	15.4	61.2	23.4
2014	*	*	*	7.4	73.4	19.2	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Centreville Elementary School

PARCC Assessment Performance Results Summary - 2015

Performance Level										
Level 1			Level 2		Level 3		Level 4		Level 5	
Did not yet meet expectations			Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%

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Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.5	94.7	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			*		93.97	86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	25.9	25.8	20.4	22.3	27.4	27.2
Advanced Professional	74.1	74.2	77.3	75.4	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.0	0.8	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	1.7	0.0	2.9	2.4	8.4	7.6
Elementary Low Poverty	*	*	0.0	0.0	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.7	2.4	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	20.1	65.3	14.7	36.7	53.9	9.5
2014	*	*	*	27.2	65.1	7.7	35.8	54.9	9.3
8 2015	12.2	77.3	10.5	13.6	79.6	6.9	31.9	61.7	6.4
2014	13.7	77.1	9.1	15.8	77.8	6.4	30.6	62.8	6.6
*B 2015	*	*	*	9.0	68.4	22.5	15.4	61.2	23.4
2014	*	*	*	7.4	73.4	19.2	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Centreville Middle School

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 6</i>	180	15	8.3	28	15.6	61	33.9	67	37.2	*	≤5.0
<i>English/Language Arts 7</i>	175	18	10.3	29	16.6	49	28.0	58	33.1	21	12.0
<i>English/Language Arts 8</i>	168	11	6.5	23	13.7	46	27.4	72	42.9	16	9.5
<i>Mathematics 6</i>	180	*	≤5.0	43	23.9	63	35.0	62	34.4	*	≤5.0
<i>Mathematics 7</i>	176	*	≤5.0	35	19.9	63	35.8	67	38.1	*	≤5.0
<i>Mathematics 8</i>	120	18	15.0	36	30.0	43	35.8	23	19.2	*	≤5.0
<i>Algebra I</i>	50	*	≤5.0	*	≤5.0	5	10.0	42	84.0	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Church Hill Elementary School

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	94.7	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.5	94.7	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			*		93.97	86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	5.9	17.6	20.4	22.3	27.4	27.2
Advanced Professional	94.1	82.4	77.3	75.4	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.0	0.8	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	2.9	2.4	8.4	7.6
Elementary Low Poverty	*	*	0.0	0.0	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.7	2.4	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	20.1	65.3	14.7	36.7	53.9	9.5
2014	*	*	*	27.2	65.1	7.7	35.8	54.9	9.3
8 2015	*	*	*	13.6	79.6	6.9	31.9	61.7	6.4
2014	*	*	*	15.8	77.8	6.4	30.6	62.8	6.6
*B 2015	*	*	*	9.0	68.4	22.5	15.4	61.2	23.4
2014	*	*	*	7.4	73.4	19.2	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Church Hill Elementary School

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	71	14	19.7	14	19.7	15	21.1	26	36.6	*	≤5.0
<i>English/Language Arts 4</i>	50	5	10.0	10	20.0	15	30.0	19	38.0	*	≤5.0
<i>Mathematics 3</i>	71	6	8.5	13	18.3	16	22.5	29	40.8	7	9.9
<i>Mathematics 4</i>	50	*	≤5.0	17	34.0	20	40.0	11	22.0	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.5	94.7	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			*		93.97	86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	19.2	16.0	20.4	22.3	27.4	27.2
Advanced Professional	80.8	84.0	77.3	75.4	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.0	0.8	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	2.9	0.0	2.9	2.4	8.4	7.6
Elementary Low Poverty	*	*	0.0	0.0	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.7	2.4	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	20.7	65.9	13.4	20.1	65.3	14.7	36.7	53.9	9.5
2014	18.1	69.4	12.5	27.2	65.1	7.7	35.8	54.9	9.3
8 2015	*	*	*	13.6	79.6	6.9	31.9	61.7	6.4
2014	*	*	*	15.8	77.8	6.4	30.6	62.8	6.6
*B 2015	*	*	*	9.0	68.4	22.5	15.4	61.2	23.4
2014	*	*	*	7.4	73.4	19.2	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Grasonville Elementary School

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	72	9	12.5	13	18.1	20	27.8	29	40.3	*	≤5.0
<i>English/Language Arts 4</i>	82	7	8.5	6	7.3	34	41.5	35	42.7	*	≤5.0
<i>English/Language Arts 5</i>	82	*	≤5.0	15	18.3	22	26.8	41	50.0	*	≤5.0
<i>Mathematics 3</i>	72	6	8.3	12	16.7	16	22.2	30	41.7	8	11.1
<i>Mathematics 4</i>	82	*	≤5.0	16	19.5	32	39.0	31	37.8	*	≤5.0
<i>Mathematics 5</i>	82	*	≤5.0	19	23.2	27	32.9	33	40.2	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

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PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	94.9	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.5	94.7	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			*		93.97	86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	17.4	13.0	20.4	22.3	27.4	27.2
Advanced Professional	82.6	82.6	77.3	75.4	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.0	0.8	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	2.9	2.4	8.4	7.6
Elementary Low Poverty	*	*	0.0	0.0	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.7	2.4	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	25.7	69.0	5.3	20.1	65.3	14.7	36.7	53.9	9.5
2014	37.2	57.0	5.8	27.2	65.1	7.7	35.8	54.9	9.3
8 2015	*	*	*	13.6	79.6	6.9	31.9	61.7	6.4
2014	*	*	*	15.8	77.8	6.4	30.6	62.8	6.6
*B 2015	*	*	*	9.0	68.4	22.5	15.4	61.2	23.4
2014	*	*	*	7.4	73.4	19.2	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Kennard Elementary School

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	172	35	20.3	34	19.8	30	17.4	66	38.4	*	≤5.0
<i>English/Language Arts 4</i>	173	21	12.1	36	20.8	47	27.2	56	32.4	13	7.5
<i>English/Language Arts 5</i>	171	10	5.8	34	19.9	50	29.2	74	43.3	*	≤5.0
<i>Mathematics 3</i>	172	19	11.0	29	16.9	51	29.7	65	37.8	*	≤5.0
<i>Mathematics 4</i>	172	18	10.5	51	29.7	56	32.6	46	26.7	*	≤5.0
<i>Mathematics 5</i>	171	*	≤5.0	47	27.5	67	39.2	49	28.7	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	94.8	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.5	94.7	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			*		93.97	86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	18.2	14.3	20.4	22.3	27.4	27.2
Advanced Professional	77.3	81.0	77.3	75.4	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.0	0.8	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	2.9	2.4	8.4	7.6
Elementary Low Poverty	*	*	0.0	0.0	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.7	2.4	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	20.1	65.3	14.7	36.7	53.9	9.5
2014	*	*	*	27.2	65.1	7.7	35.8	54.9	9.3
8 2015	*	*	*	13.6	79.6	6.9	31.9	61.7	6.4
2014	*	*	*	15.8	77.8	6.4	30.6	62.8	6.6
*B 2015	*	*	*	9.0	68.4	22.5	15.4	61.2	23.4
2014	*	*	*	7.4	73.4	19.2	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Kent Island Elementary School

PARCC Assessment Performance Results Summary - 2015

Performance Level										
Level 1			Level 2		Level 3		Level 4		Level 5	
Did not yet meet expectations			Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	94.4	≥ 95.0	94.5	94.7	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			94.68		93.97	86.39
Class of 2014 (5-Year Rate)	≥ 95.00		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	26.7	29.5	20.4	22.3	27.4	27.2
Advanced Professional	70.0	68.9	77.3	75.4	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	1.7	0.0	1.0	0.8	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	4.4	3.3	2.9	2.4	8.4	7.6
Elementary Low Poverty	*	*	0.0	0.0	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.7	2.4	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	20.1	65.3	14.7	36.7	53.9	9.5
2014	*	*	*	27.2	65.1	7.7	35.8	54.9	9.3
8 2015	*	*	*	13.6	79.6	6.9	31.9	61.7	6.4
2014	*	*	*	15.8	77.8	6.4	30.6	62.8	6.6
*B 2015	5.7	67.6	26.8	9.0	68.4	22.5	15.4	61.2	23.4
2014	≤5.0	77.2	21.4	7.4	73.4	19.2	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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Kent Island High School

PARCC Assessment Performance Results Summary - 2015

Performance Level											
		Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 10</i>	290	53	18.3	55	19.0	68	23.4	87	30.0	27	9.3
<i>Algebra I</i>	183	24	13.1	55	30.1	74	40.4	30	16.4	*	≤5.0
<i>Algebra II</i>	288	84	29.2	60	20.8	73	25.3	71	24.7	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

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PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.5	94.7	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			*		93.97	86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	19.2	12.0	20.4	22.3	27.4	27.2
Advanced Professional	80.8	80.0	77.3	75.4	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.0	0.8	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	2.9	2.4	8.4	7.6
Elementary Low Poverty	*	*	0.0	0.0	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.7	2.4	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	16.5	67.0	16.5	20.1	65.3	14.7	36.7	53.9	9.5
2014	20.6	73.5	5.9	27.2	65.1	7.7	35.8	54.9	9.3
8 2015	*	*	*	13.6	79.6	6.9	31.9	61.7	6.4
2014	*	*	*	15.8	77.8	6.4	30.6	62.8	6.6
*B 2015	*	*	*	9.0	68.4	22.5	15.4	61.2	23.4
2014	*	*	*	7.4	73.4	19.2	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Matapeake Elementary School

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	80	15	18.8	9	11.3	22	27.5	31	38.8	*	≤5.0
<i>English/Language Arts 4</i>	73	4	5.5	12	16.4	25	34.2	29	39.7	*	≤5.0
<i>English/Language Arts 5</i>	97	6	6.2	10	10.3	27	27.8	51	52.6	*	≤5.0
<i>Mathematics 3</i>	81	5	6.2	13	16.0	31	38.3	26	32.1	6	7.4
<i>Mathematics 4</i>	73	6	8.2	14	19.2	22	30.1	30	41.1	*	≤5.0
<i>Mathematics 5</i>	97	*	≤5.0	13	13.4	31	32.0	46	47.4	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

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PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.5	94.7	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			*		93.97	86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	26.9	22.7	20.4	22.3	27.4	27.2
Advanced Professional	69.2	68.2	77.3	75.4	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	3.8	4.5	1.0	0.8	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	8.1	8.7	2.9	2.4	8.4	7.6
Elementary Low Poverty	*	*	0.0	0.0	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.7	2.4	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	20.1	65.3	14.7	36.7	53.9	9.5
2014	*	*	*	27.2	65.1	7.7	35.8	54.9	9.3
8 2015	6.3	83.9	9.8	13.6	79.6	6.9	31.9	61.7	6.4
2014	8.2	84.5	7.3	15.8	77.8	6.4	30.6	62.8	6.6
*B 2015	*	*	*	9.0	68.4	22.5	15.4	61.2	23.4
2014	*	*	*	7.4	73.4	19.2	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Matapeake Middle School

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 6</i>	135	*	≤5.0	14	10.4	57	42.2	57	42.2	*	≤5.0
<i>English/Language Arts 7</i>	162	10	6.2	23	14.2	35	21.6	56	34.6	38	23.5
<i>English/Language Arts 8</i>	113	8	7.1	10	8.8	29	25.7	50	44.2	16	14.2
<i>Mathematics 6</i>	135	*	≤5.0	18	13.3	62	45.9	51	37.8	*	≤5.0
<i>Mathematics 7</i>	162	*	≤5.0	30	18.5	61	37.7	58	35.8	*	≤5.0
<i>Mathematics 8</i>	73	6	8.2	20	27.4	27	37.0	20	27.4	*	≤5.0
<i>Algebra I</i>	39	*	≤5.0	*	≤5.0	8	20.5	30	76.9	*	≤5.0
<i>Algebra II</i>	*	*	*	*	*	*	*	*	*	*	*

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	94.5	94.4	94.5	94.7	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			93.31		93.97	86.39
Class of 2014 (5-Year Rate)	93.92		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	14.0	13.3	20.4	22.3	27.4	27.2
Advanced Professional	80.7	83.3	77.3	75.4	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	3.5	3.3	1.0	0.8	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	9.2	7.9	2.9	2.4	8.4	7.6
Elementary Low Poverty	*	*	0.0	0.0	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.7	2.4	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	20.1	65.3	14.7	36.7	53.9	9.5
2014	*	*	*	27.2	65.1	7.7	35.8	54.9	9.3
8 2015	*	*	*	13.6	79.6	6.9	31.9	61.7	6.4
2014	*	*	*	15.8	77.8	6.4	30.6	62.8	6.6
*B 2015	11.8	70.2	17.9	9.0	68.4	22.5	15.4	61.2	23.4
2014	12.3	70.3	17.4	7.4	73.4	19.2	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Queen Anne's County High School

PARCC Assessment Performance Results Summary - 2015

Performance Level											
		Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 10</i>	272	62	22.8	70	25.7	44	16.2	76	27.9	20	7.4
<i>Algebra I</i>	213	30	14.1	109	51.2	65	30.5	*	≤5.0	*	≤5.0
<i>Algebra II</i>	354	125	35.3	84	23.7	80	22.6	65	18.4	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

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PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Stevensville Middle School

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.5	94.7	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			*		93.97	86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	40.7	46.4	20.4	22.3	27.4	27.2
Advanced Professional	59.3	50.0	77.3	75.4	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.0	0.8	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	2.9	2.4	8.4	7.6
Elementary Low Poverty	*	*	0.0	0.0	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.7	2.4	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	20.1	65.3	14.7	36.7	53.9	9.5
2014	*	*	*	27.2	65.1	7.7	35.8	54.9	9.3
8 2015	17.0	79.7	≤5.0	13.6	79.6	6.9	31.9	61.7	6.4
2014	15.7	79.6	≤5.0	15.8	77.8	6.4	30.6	62.8	6.6
*B 2015	*	*	*	9.0	68.4	22.5	15.4	61.2	23.4
2014	*	*	*	7.4	73.4	19.2	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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Stevensville Middle School

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 6</i>	142	15	10.6	35	24.6	43	30.3	45	31.7	*	≤5.0
<i>English/Language Arts 7</i>	178	21	11.8	25	14.0	35	19.7	72	40.4	25	14.0
<i>English/Language Arts 8</i>	152	16	10.5	27	17.8	47	30.9	50	32.9	12	7.9
<i>Mathematics 6</i>	143	12	8.4	33	23.1	48	33.6	47	32.9	*	≤5.0
<i>Mathematics 7</i>	179	10	5.6	36	20.1	70	39.1	61	34.1	*	≤5.0
<i>Mathematics 8</i>	95	27	28.4	33	34.7	24	25.3	11	11.6	*	≤5.0
<i>Algebra I</i>	57	*	≤5.0	*	≤5.0	10	17.5	45	78.9	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

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PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	94.1	94.4	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.5	94.7	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			*		93.97	86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	10.5	26.3	20.4	22.3	27.4	27.2
Advanced Professional	89.5	73.7	77.3	75.4	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.0	0.8	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	2.9	2.4	8.4	7.6
Elementary Low Poverty	*	*	0.0	0.0	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.7	2.4	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	20.1	65.3	14.7	36.7	53.9	9.5
2014	*	*	*	27.2	65.1	7.7	35.8	54.9	9.3
8 2015	*	*	*	13.6	79.6	6.9	31.9	61.7	6.4
2014	*	*	*	15.8	77.8	6.4	30.6	62.8	6.6
*B 2015	*	*	*	9.0	68.4	22.5	15.4	61.2	23.4
2014	*	*	*	7.4	73.4	19.2	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Sudlersville Elementary School

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	61	20	32.8	19	31.1	9	14.8	13	21.3	*	≤5.0
<i>English/Language Arts 4</i>	58	14	24.1	12	20.7	18	31.0	12	20.7	*	≤5.0
<i>Mathematics 3</i>	63	9	14.3	23	36.5	14	22.2	17	27.0	*	≤5.0
<i>Mathematics 4</i>	58	6	10.3	22	37.9	19	32.8	11	19.0	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

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PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Sudlersville Middle School

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	94.2	≥ 95.0	≥ 95.0	95.4	95.7
Middle	94.9	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.5	94.7	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			*		93.97	86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	29.2	26.9	20.4	22.3	27.4	27.2
Advanced Professional	62.5	73.1	77.3	75.4	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.0	0.8	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	4.7	2.9	2.4	8.4	7.6
Elementary Low Poverty	*	*	0.0	0.0	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.7	2.4	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	23.9	62.8	13.3	20.1	65.3	14.7	36.7	53.9	9.5
2014	37.4	57.0	5.6	27.2	65.1	7.7	35.8	54.9	9.3
8 2015	18.8	78.2	≤5.0	13.6	79.6	6.9	31.9	61.7	6.4
2014	26.3	69.5	≤5.0	15.8	77.8	6.4	30.6	62.8	6.6
*B 2015	*	*	*	9.0	68.4	22.5	15.4	61.2	23.4
2014	*	*	*	7.4	73.4	19.2	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Sudlersville Middle School

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 5</i>	112	12	10.7	19	17.0	34	30.4	43	38.4	*	≤5.0
<i>English/Language Arts 6</i>	111	13	11.7	29	26.1	48	43.2	19	17.1	*	≤5.0
<i>English/Language Arts 7</i>	110	11	10.0	30	27.3	38	34.5	27	24.5	*	≤5.0
<i>English/Language Arts 8</i>	100	16	16.0	13	13.0	23	23.0	36	36.0	12	12.0
<i>Mathematics 5</i>	111	*	≤5.0	36	32.4	42	37.8	25	22.5	*	≤5.0
<i>Mathematics 6</i>	111	8	7.2	38	34.2	38	34.2	26	23.4	*	≤5.0
<i>Mathematics 7</i>	110	7	6.4	25	22.7	52	47.3	25	22.7	*	≤5.0
<i>Mathematics 8</i>	71	15	21.1	20	28.2	27	38.0	9	12.7	*	≤5.0
<i>Algebra I</i>	28	*	≤5.0	*	≤5.0	4	14.3	24	85.7	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations